

**Appendix Table 1-20****Participation in practice teaching for public middle and high school mathematics, science, and other teachers, by pathway to teaching: Academic year 2011–12**

(Percentage distribution)

	Entered through alternative pathway			Entered through traditional pathway		
Participation in practice teaching	Mathematics teachers	Science teachers	Other teachers <sup>a</sup>	Mathematics teachers	Science teachers	Other teachers <sup>a</sup>
Did not participate	48.1	51.8	47.5	6.2	5.6	5.3
Participated	51.9	48.2	52.6	93.8	94.4	94.7

## NOTES:

<sup>a</sup> Other teachers include those who teach any subject other than mathematics or science.

The Schools and Staffing Survey asked teachers whether they entered the teaching profession through an alternative certification program designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative certification program. Teachers who responded yes comprise those in the Entered through alternative pathway category and teachers who said no comprise those in the Entered through traditional pathway category. The traditional pathway usually begins in an undergraduate education program, where future teachers earn a bachelor's or master's degree and full teaching certification prior to beginning to teach.

## SOURCE:

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2014) of 2011–12 Schools and Staffing Survey, National Center for Education Statistics.

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